



# ELL Adaptation For Kid Maps: Reading and Creating Maps with Human Characteristics

Students learn about features of maps while creating maps of their own.

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| <b>Grade Level</b> | 1-2               |
| <b>Duration</b>    | 1-2 class periods |

ELL Adaptation by Noël McClure

| SIOP Elements  |   |  |
|--|---|--|
| <b>Preparation</b><br><b>Adapting content</b><br><b>Linking to background</b><br>Linking to past learning<br>Strategies used | <b>Scaffolding</b><br>Modeling<br>Guided practice<br><b>Independent practice</b><br><b>Comprehensible input</b> | <b>Grouping Option</b><br>Whole class<br>Small groups<br><b>Partners</b><br><b>Independent</b> |
| <b>Integrating Processes</b><br>Reading<br><b>Writing</b><br><b>Speaking</b><br>Listening                                    | <b>Application</b><br><b>Hands on</b><br><b>Meaningful</b><br>Linked to objectives<br>Promotes engagement       | <b>Assessment</b><br><b>Individual</b><br>Group<br><b>Written</b><br><b>Oral</b>               |

## TESOL Standard(s)

### Goal 2, Standard 1

**To use English to achieve academically in all content areas: Students will use English to interact in the classroom**

- asking and answering questions
- elaborating and extending other people's ideas and words

### Goal 2, Standard 2

**To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form**

- listening to, speaking, reading, and writing about subject matter information
- selecting, connecting, and explaining information
- representing information visually and interpreting information presented visually
- demonstrating knowledge through application in a variety of contexts

**Arizona English Language Proficiency Standards**

**Stage II**

**Basic**

**Reading**

**Print Concepts**

**Standard 1: The student will demonstrate understanding of print concepts of the English Language.**

B-1: tracking written words read aloud with one-to-one correlation.

**Comprehending Text**

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:**

B-1: identifying literary selections, heard or read, as realistic or fantasy based on characteristics of the selection.

B-2: making predictions based on cover, title, illustrations and text.

B-4: asking questions (who, what, when, which, where, why) to clarify text with instructional support.

B-8: identifying external text features (e.g., *charts, maps, diagrams, illustrations, tables, and timelines*) of text.

B-12: identifying the setting from a literary selection.

B-18: interpreting signs, labels, symbols and captions within the environment.

**Writing**

**Applications**

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.**

B-5: creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using key words and phrases with instructional support.

**Standard English Conventions**

**Standard 2: The student will identify and apply conventions of standard English in his or her communications.**

B-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.

B-4: using resources to spell words (word walls, environmental print, picture dictionaries).

**Overview**

Places have human characteristics as well as physical ones. Children will learn to recognize human characteristics on child created maps.

The purpose of this lesson is to teach children that both natural and human characteristics exist. Some of these characteristics can be included on a map. By examining maps made by a child of their own age living in England, children can see ways in which these human characteristics are similar to and different from the human characteristics of their own homes.

**Key Vocabulary**

Imaginary – Not real

Factual – True or containing facts

Fiction – Writing based on an imagined story or series of events, not based on facts

Non-fiction – Writing that is based on facts

Map – A flat representation of a place on Earth

Treasure – Valuable items

Family – People who are related to you like a mother, father, brother, or sister

Neighborhood – Houses near your house

Schedule – A list of when you need to do something

Heart – A shape that means love

### Additional Materials Needed for ELL

- Vocabulary cards
- Interview cards
- Crayons, markers or colored pencils
- Picture dictionaries

### Procedures

*Prior to the lesson, prepare large paper (12in. by 18in.) on which the children will make maps. Read and become familiar with My Map Book by Sara Fanelli.*

1. Explain that places can have human characteristics and natural characteristics, and give examples of each. (For instance, buildings are examples of human characteristics while rivers are natural characteristics.) Have the students generate examples of each. Write these on the board.

**(Scaffolding: Comprehensible Input)** Write the lesson objective on the board.

2. Review key vocabulary on the board and connect the words to a picture. Have students organize in partners with whom they will “Think, Pair, Share”. With their partner, students will describe the vocabulary words **(linking to students’ background)** and choose their favorite one to share with the group with an example. **(written or drawn). (Grouping: Partner)**

3. Read *My Map Book* to the class: Prior to reading the book, show the children the “About the Author” page and explain that this book was written by a child of their age who lives in a big city—London, England. Ask if students have ever made a map before and “what are maps?” **(Preparation, Linking to past learning)**

4. As the book is read, have the children listen and look for human and natural characteristics in the maps. Since a six-year-old made the maps in the book, students should look for the human elements of the places that are important to children. For instance in the neighborhood map, there is a playground, a bridge over a river near a school, and there are children walking on the streets. The sea map includes an ice cream cart and a sandcastle. **(Grouping: Whole Group)** followed by calling on a few students at random to read the title or labels **(Scaffolding: Guided Practice)**. As you are reading to the students, go over each

picture and the vocabulary with the class (bedroom, tummy, dog, road, face, seaside, colors, etc.).

5. Explain that some of the maps are maps of places the author had been, some of the maps are of imaginary places, and some of the maps have factual information but presented in an imaginary way. Show the class pictures of different types of maps using the words “imaginary, factual, fiction, nonfiction” **(Scaffolding: Comprehensible Input)**.

6. After reading the book, focus on one of the real or factual maps. Discuss how this place (the neighborhood or the seaside) is like or unlike a place with which the students are familiar. **(Scaffolding: Comprehensible Input)**. Discuss activities that humans do in this place and how that is shown on the map. Include such things as the buildings, the toys, and the vehicles in order to build vocabulary. **(Scaffolding: Guided Practice)**. This is a good time to introduce to students North, South, East, and West and a Compass Rose and Key as you are looking at the real map. Have the students stand and point as a group to the North in the classroom, South, East and West, etc. Draw the Compass Rose on the board and label with N, S, E, and W. Show them the key on the map and model how they might use one on their map that they will be making.

7. Students may complete their vocabulary cards in partners, assisting each other with the sentence or description with use of a picture dictionary or the My Map Book **(Grouping: Partners) (Scaffolding: Guided Practice)**. Check to see that pictures on cards are completed by both partners. They may present their vocabulary cards to the entire class as an oral presentation. **(Assessment: Oral)**

8. Students may continue to work in pairs to interview one another (if they can read), or some pairs may work as a small group with the teacher with the interview questions on an overhead **(Grouping: Partners or Small Groups) (Preparation: Links to past learning)**. Students must ask the questions of their partner and notate or draw/label their answers so they may attach the answers to the back of their map.

9. Explain to students that they are to create their own maps of a place (like the school cafeteria, classroom, or playground), much as the young author of the book has done. Their maps should fill the space on the paper as the author’s maps do, and they should include 5 human elements and 5 natural elements. **(Scaffolding: Independent practice)**

## Kid Maps

10. Also explain there must be labels for their human and natural elements. **(Assessment: Independent)** Brainstorm what types of labels students might have on their maps and write the words on sentence strips, on the board, or for the word wall so students may reference the spelling. **(Application: Meaningful)**

## Assessment

The student should achieve 80% or higher on the following:

Reading: The teacher will ask each child to read five labels on his or her map.

Geography: The student will indicate if these items are human or natural elements.

Writing: The labels should be checked for spelling and capitalization errors.